Kentucky Department of Education
District Application for School Improvement Funds (Section 1003g)
Transformation Model

Cover Page
Please Note: You may only type in the gray areas.

District	DISTRICT Mailing Address	
Fleming	**Street Address 1**	
Name of District Contact	**Street Address 2**	
Brian Creasman	**City**	**ZIP**
Position	**Phone**	
Superintendent	**CONTACT Mailing Address** (if different)	
Email	**Street Address 1**	
brian.creasman@fleming.kyschools.us	**Street Address 2**	
Submission Date (office use only)	**City**	**ZIP**
	Phone	

	District Name	NCES ID#		Total Awarded
	Fleming	2101920		$
	School Name		**NCES ID#**	**Intervention**
1	Fleming Co High School	00398		Transformation Model
2				Transformation Model
3				Transformation Model
4				Transformation Model
5				Transformation Model
6				Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

(3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.

(4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

_____   _____

Superintendent Signature   Date

_____   _____

Notary Public   My commission expires

Notary seal

District Actions

Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

All priority schools will be served through the School Improvement Grant. As of May 2017, Fleming County High school is the only school designated as a priority school in the school district.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to providing support to SIG schools, additional funding and use of external resources.

In collaboration with KDE Division of Student Success staff, the school district will support and monitor implementation of the intervention through multiple means to ensure sustainability and increased student achievement, including:

- Ongoing support from district leadership - including the Superintendent, ~~Instructional Supervisor~~Chief Academic Officer, Director of Special Education, Chief Information Officer, Personnel Director, Title 1 Director and Director of Finance - who will provide oversight to school leadership to ensure implementation of all intervention components with high fidelity.
- Ongoing Formative Quality Reviews - which will monitor the day-to-day oversight of the intervention, including analysis of student benchmark data, facilitation of professional learning, student attendance data, student engagement, etc. Through each of the three reviews per year, the district will help the school leadership to utilize the data to support teachers in modifying instruction, as indicated.
- Ongoing support from district leadership to ensure continued implementation of a PLC protocol, which will lead to increases in student achievement and improvements in teacher effectiveness. In addition, monitoring of teacher-to-teacher mentoring, analysis of student data and work samples, and personalization of learning aligned to student academic goals, needs and pathways.
- Assistance from the Superintendent and Instructional Supervisor in the analysis of all assessment data, including data from MAP, school-wide benchmarks, and state assessments.
- Assistance from the Chief Information Officer and Instructional Supervisor in developing a Personalized Learning Framework to be used in each classroom - aligned to the schools Classroom Structure Model.
- Assist the ACT Intervention teachers with developing targeted lesson plans that will help students meet benchmark.
- Monitoring quarterly benchmark data of student growth by district leadership, thereby, providing focused direction towards improved student achievement and effectiveness of the school leadership.
- Assistance from the District Technology Department, which will facilitate the installation of grant-funded personalized learning carts in each classroom and provide ongoing tech support and job-

embedded professional learning (PL) focused on using Microsoft Office Suite and integrating Google Classroom into daily instruction.

● Monitoring the integration (along with the school leadership and KDE ER Staff) of newly purchased, granted funded technologies (calculators and Personalized Learning Carts) to ensure lesson plans are designed to fully integrate and deliver technology-rich and performance based instruction.

● Support from the district and KDE in providing high-quality math and literacy professional learning.

● Ongoing, intensive support by the District Instructional Supervisor, who will facilitate, arrange and provide targeted, high-quality professional learning to school staff.

● District-level support in developing the Advanced CTE program, providing professional learning, assistance in aligning AP and CTE curriculum lessons, that are relevant and with a real-world focus.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school's intervention model to address the causes and contributing factors to low student achievement at each of the schools.

  Your Answer Here

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

  Your Answer Here

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

  Your Answer Here

Transformation Model - Permissible Activities
Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Your Answer Here

Year 1 Budget
Please Note: You may only type in the gray areas.

District   District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$

232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$

452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$

616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 2 Budget
Please Note: You may only type in the gray areas.

District District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$

233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$

453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$
616		$

617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 3 Budget
Please Note: You may only type in the gray areas.

District	District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$

233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$

453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$
616		$

617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 4 Budget
Please Note: You may only type in the gray areas.

District	District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$

233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$

453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$
616		$

617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 5 Budget
Please Note: You may only type in the gray areas.

District	District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$
232		$

233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$
452		$

453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$
616		$

617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

School Application

District	Fleming County Schools
School	Fleming County High School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Literacy data from the 2015-16 school year indicated that 53.3% of our students performed at proficient/distinguished on the English 10 End-of-Course assessment. 39.5% of student performed at a novice rate and 7.1% of our student performed at an apprentice rate. This data indicates that 83 of our sophomore students (168 sophomore students) performed at a novice rate and that the school was not providing enough literacy intervention to meet the needs of the students who are not at a level sufficient to perform at a minimum of proficient. This is also reflective in our ACT data. 36.7% of our juniors met the benchmark in English and 37.3% in Reading indicating that over 60% of junior class is not meeting national college readiness standards.

Math data from the 2015-16 school year indicate that 31.6% of our students performed at a proficient/distinguished rate on the Algebra 2 End-of-Course assessment. 25.3% of students performed at novice rate and 43.1% of the students tested performed at an apprentice rate. This data indicates that 57 of our students who were enrolled in Algebra II performed at a novice rate and the school has not provided students with the appropriate interventions and supports to meet their needs to ensure that they had the skills to meet proficiency on the Algebra II exam. This is also reflecting on the ACT data received last year. 27.8% of junior class met the math benchmark on the ACT. This indicates that more 70% of our students are not meeting national college readiness standards. Several 9th grade interventions have been implemented because of the percent of 8th grade students who are considered Proficient/Distinguished. Beginning in 2015, 9th grade students are provided Lifeguards who meet with the students regularly, data nights for parents so that they are informed about their child's success, and more closely aligned career pathways which help with academic achievement and graduation success.

The school has determined that although the attendance rate is high, there are still students who need additional supports and services in order to graduate. Though the percentage of students are labeled at-risk due to attendance is low, it is still affecting the overall graduation rate for the students. Furthermore, the attendance rate is also affecting student achievement on state assessments. The principle is simple, if students are not in school they are not learning. Low student achievement on state assessments are largely seen at the senior level, who subsequently are also the students who have a higher absenteeism rate.

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-

cognitive data must include attendance, behavior referrals, suspension and retention rates. Address dropout and graduation rates, if applicable.

The school demographics include the following: White (non-Hispanic) 96.6%, African American 1.7%, Hispanic 1%, and 64.9% total free and reduced lunch. Current attendance for the 2016-17 school year includes 93.4% for all grades. The total number of behavior referrals for the 2016-17 school year is 285. The consequence data includes 199 in-school detention and 54 out-of-school suspensions. The school's student retention rate is 1.3%. FCHS has a graduation rate of 95% and the dropout rate is 0.6%. Based on this information attendance is down as our school goal is 95% and our students currently have a 93.4% attendance rate. For student success, all students need to be at school to participate in the learning process. When you disaggregate the attendance data, it is clear that the freshmen have the highest attendance and each class decreases as they age. The longitudinal data shows that freshmen typically have the highest attendance rate.

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

The causes and contributing factors to low student achievement and performance gaps in literacy and math encompass several factors. The school did not have a system in place where teachers were intentionally planning and developing curriculum to address student needs in both literacy and math. The school did not have a systematic approach for how interventions were provided to all students in reading and math. The school did pilot an intervention program but it was not implemented school wide. The school attendance especially regarding the junior and senior classes poses an additional barrier for student success in literacy and math. Attendance is a critical component for student learning.

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

The most recent Diagnostic Review was conducted March 12-14, 2017. The report date is scheduled for May 25, 2017. The previous Diagnostic Review was conducted March 15-18, 2015, and showed improvement areas in 1.2, 3.2, 3.3, 3.4, 3.6, 3.12 and 5.2 on collecting and analyzing data for learning.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

Through collaboration with school and district administrators, we have reviewed the work completed around the previous School Improvement Grant to determine the school's needs to increase student achievement in math and reading. We reviewed the systems that have been put in place over the past three years to determine next steps to improve student achievement. We have reviewed longitudinal data and the trends to determine what additional systems need to be put in place surrounding the following areas of focus for both the school and district: organization, culture, communication, teaching and learning, empowerment, and collaboration. We believe that continuation of the transformation model will ensure continued growth and development of our systems for continuous improvement.

Transformation Model Required Activities
Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

In the spring of 2015, the principal of Fleming County High School resigned prior to receiving the diagnostic review data. Working closely with the Kentucky Department of Education, the district interviewed several applicants and selected the current principal, who was serving as principal at an elementary school in the district. The district will continue to utilize the Formative Quality Review, which is aligned to AdvancED's Standards for Quality and KDE's Diagnostic Review process in making the determination to keep or replace the principal.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

The hiring of a ~~School Administration Manager (SAM)~~High School – Student Services Liaison will provide direct support to students that will bridge the gap between academic, emotional and social needs. Additionally, they will work to establish strong parent/guardian and community supports that will enhance the academic program at the school. The HS Student Services Liaison will be highly visible and proactive within the school through academic and extracurricular activities that will result in positive relationships with students. ~~will provide needed support for the principal, allowing her to focus primarily on classroom instruction and student achievement rather than on building management. The SAM will protect the principal's time in order for instructional leadership to be the main concern. The SAM will report directly to the principal and participate in weekly administrative team meetings for direction and vision.~~

The ~~SAM~~ High School – Student Services Liaison will ~~manage all non-instructional building duties under the direction of the principal and the leadership team.~~ support student success in and outside of the classroom by: ~~These duties may include but are not limited to the following:~~

1. ~~Coordination and management of school activities~~
2. ~~Special Events and Assemblies~~
3. ~~Transportation Issues~~
4. ~~School Maintenance Issues~~
5. ~~Supervision of classified personnel that are not directly involved in instruction (i.e. administrative assistants, custodians, etc)~~
1. ~~Communication with parents and community~~Supporting and coaching students – through the school's Positive Behavior Intervention System (PBIS);
2. Coaching and conferencing with students about social, academic and emotional needs;
3. Helping students to transition to the high school from the middle school and also seniors transitioning

to college or a career;

4.   Supporting Work-based Learning Opportunities for Career Readiness;

——Supporting the implementation of the school's plan for community involvement and public engagement; and

5.

6.   Other supporting the success of students through other means as designated by the school's principal.

The **job description for the** ~~SAM~~ **HS Student Services Liaison** position at FCHS is attached to an appendix in this application. The Superintendent and the Central Office personnel will design effective processes to address support and guidance regarding budgetary and staffing decisions at FCHS. The district will be represented on all hiring committees at FCHS for new faculty and staff.

With the addition of the ~~SAM~~ HS Student Services Liaison, the principal will be able to implement the following more effectively:

- Conduct more frequent instructional walkthroughs, providing more frequent specific, descriptive feedback to teachers on instructional strategies and assessment
- Assist with hand scheduling students to meet their individualized needs
- Monitor Professional Learning Community meetings and providing feedback on implementation
- Collaborate with district personnel for the purpose of implementing the School Improvement Grant initiatives

Along with allowing the principal more flexibility in monitoring instruction and assessment, the ~~SAM~~ HS – Student Services Liaison position will also allow more flexibility for the assistant principal to ~~become more instructionally focused~~ help individualize supports for students. Furthermore, the district's administration and school administration continues to emphasize the need for teachers to be part of the school leadership and decision-making process. This requires a certain level of flexibility, where teachers have the opportunity to participate and be engaged in the development of the school's vision. The district recognizes the need for autonomy at the school level. As a result, the district empowers school-based leaders and the advisory council to make school-based decisions that will result in increased flexibility to sustain the improvements in the learning environment and increases in student achievement

The school leadership at the school is currently working to build the capacity of the advisory council to help support the vision and mission of the school. The school leadership team realizes and understands the importance of empowering stakeholders in the decision-making process. The district also assists in growing the capacity of the advisory council to make decisions – by assisting the advisory council in developing school policy aligned to district policy, providing training and attending all advisory council meetings. It is a strategic goal of the district to empower stakeholders in the decision making process.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how the each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple

Formatted: Indent: Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 0.5"

observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

Student Growth Data: Using the professional learning community protocol, teachers will continually review classroom assessment data both at the formative and summative level and how students are performing on identified standards in each course offered at Fleming County High School. Principal, Assistant Principal, and Curriculum, Instruction, and Assessment Specialist are in attendance at all professional learning community data sessions. Guiding questions are utilized to guide conversation regarding student performance on standards and strategies used in instruction in the following areas: high yield instructional strategies, content literacy strategies, response to intervention, and enrichment activities.

Multiple Observation-Based Assessments of Performance: The current district certified evaluation plan (CEP) requires that all teachers who are non-tenured receive two mini observation and one full observation annually. All tenured teachers should receive two mini observations and one full observation during the summative cycle. All teachers receive at least one twenty minute mini observation per year to monitor teacher performance and provide feedback. The principal, assistant principal or district instructional supervisor conducts all observations. The Kentucky Framework for Teaching is used as the criteria to rate teachers on a scale of ineffective, developing, accomplished, and exemplary. In addition to this component, the school uses the eleot^{tm} walkthrough document to gauge the classroom environment regarding teaching and learning. However, eleot^{tm} is not used for teacher evaluation.

Formative Data Collection Tied To Student Achievement: The eleot^{tm} walkthrough system has been put in place to conduct walkthroughs of all classrooms at Fleming County High School. This data is collected through not only the eleot^{tm} instruments but also a walkthrough document using a Google Docs instrument based on the school's classroom structure where immediate feedback can guide next steps in what is needed for professional learning. In addition, this document is emailed directly to teachers so that they can have immediate formative data and feedback to guide their own instructional practices. Data is examined monthly on a school wide basis as well as by department so that each department can use that information to guide the work of their 30/60/90 day plans. Data gathered through the classroom structure walkthroughs is used to monitor progress in meeting the curriculum and instructional goals of the school and have one-on-one conversations with teachers to build on their own instructional goals and outcomes.

Increased High School Graduation Rates: The school has a Persistence to Graduation (PtG) protocol in place. This is the first year that this team has been in place at FCHS. A team of staff members at the school pulls the PtG report from Infinite Campus, which includes grades, attendance, discipline, and retention of students and gives a value. Through the protocol, the team selects students with a risk index. The team then provides additional interventions including a daily check and connect, goal setting plans, home visits, and conferencing with students to ensure that students are having their social and emotional needs met so that they can be successful.

Moreover, the school has the Graduation Success Academy for students who have gotten off track with credits and have been retained. This academy provides students the opportunity to work on a computer-based program and accelerate their learning so that they can graduate. The Graduation Success Academy allows students to graduate with the minimum state requirement of 22 credit hours whereas a student who

graduates from FCHS must have a minimum of 29.5 credits.

The school also has an advocacy program in place. Students choose Lifeguards who are adults in the building, that they feel comfortable going to if they were to have a problem. Lifeguard days are built into the schedule on a monthly basis. During this time students work on team building, character education, and are provided time to build relationships with their adult advocate.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

Performance supplements have been put in place for school administrators regarding goals of the school in curriculum development, meeting delivery targets set forth by the district, developing a benchmark system, as well as other criteria the school needed to have put in place to move the school forward and address the improvement priorities determined by the previous diagnostic review. This supplement program will continue based on the results of our most recent diagnostic review as well as what the state accountability program will require. The supplements at the current time are as follows:

"Distinguished" based on the KY Unbridled Accountability Report Card			
50% of graduating students are classified as College Ready based on the ACT	$1,000	$1,000	$1,000
Increase Career Pathway completers by 30%	$1,000	$500	$500
The school remains in the Top 5% in KY for CCR, above 95% for student attendance and graduation	$1,000	$500	$500

FCHS also is a part of the Advance Kentucky grant, which supports and enhances our Advanced Placement (AP) programs for English, Math, and Science. As a part of this grant any student who passes an AP exam in English, Math, and Science with a score of three or higher receives $100 for each exam. In addition, teachers of AP courses, in those three content areas, receive $100 dollars for each student who passes the exam. In addition, bonuses are provided for each content coordinator as well as the AP Coordinator. The budget for Advanced Kentucky is as follows:

The school would like to provide additional monetary rewards to further support student achievement and high school graduation rates. Through this SIG grant, we would like to extend the same context of the Advance Kentucky grant to the other content areas that offer AP courses, which include Social Studies and Humanities. This budget will mimic those bonuses for the student, teacher, coordinator and administrator regarding student pass rates on the Advanced Placement exam of the Advance Kentucky Grant> To further support these content areas, funding for study sessions and supplies will be provided through grant funds.

In the Career and Technical Education Department, we would like to offer teacher supplements for programs that offer industrial certifications.   These performance supplements would be put in place as follows:

Industrial Certification/CTE Pathway	Year 1 % of Students Receiving Certification	Year 2 % of Students Receiving Certification	Year 3 % of Students Receiving Certification
Briggs/AWS Ag Power	50% $1000	75% $1000	100% $1000
MNA Pre-Nursing	50% $1000	75% $1000	100% $1000
ECE Early Childhood Development	50% $1000	75% $1000	100% $1000
ICEV Agriculture	50% $1000	75% $1000	100% $1000
ASE Student Certification Auto Technology	50% $1000	75% $1000	100% $1000
ASK Financial Services	50% $1000	75% $1000	100% $1000
ServSafe/Pre-PAC Culinary	50% $1000	75% $1000	100% $1000
Consumer and Family Management	50% $1000	75% $1000	100% $1000
Allied Health	50% $1000	75% $1000	100% $1000

PLTW	50% $1000	75% $1000	100% $1000

We would like to offer performance supplements for teachers for student performance on benchmarks, EOC, ACT, and CCR. This would provide teachers added incentive to drive student achievement and give teachers the motivation to increase the rigor and relevance of their curriculum. Content collaborative special education teachers would also be included in the content supplements based on the performance of their special education population on the End of Course Assessments. The FMD special education teacher's supplement would be based on the percentage of students meeting proficient/distinguished on alternate assessment. In order to attain the supplement, the percentage of proficient and distinguished must meet or exceed the state average. This may need to be adjusted depending on the upcoming accountability system adjustments. The supplement system would be as follows:

	Math	English	Social Studies	Science
9th Grade	$1000 per teacher Benchmark 60%+ Proficient/Distinguished	$1000 per teacher Benchmark 60%+ Proficient/Distinguished	$1000 per teacher Benchmark 60%+ Proficient/Distinguished	$1000 per teacher Benchmark 60%+ Proficient/Distinguished
10th Grade	$1000 per teacher Benchmark 60%+ Proficient/Distinguished	$1000 per teacher EOC English 10 60%+ Proficient/Distinguished	$1000 per teacher Benchmark 60%+ Proficient/Distinguished	$1000 per teacher EOC Biology 60%+ Proficient/Distinguished
11th Grade	$1000 per teacher EOC Algebra 2 60%+ Proficient/Distinguished $1000 per teacher ACT 60%+ Meeting Benchmark in Math	$1000 per teacher ACT 60%+ Meeting Benchmark in Reading and English $1000 per teacher KPREP On-Demand 60%+ Meeting Proficient/Distinguished	$1000 per teacher EOC U.S. History 60%+ Proficient/Distinguished $1000 per teacher KPREP On-Demand 60%+ Meeting Proficient/Distinguished	$1000 per teacher ACT 60%+ Meeting College Placement Benchmark in Science $1000 per teacher KPREP On-Demand 60%+ Meeting Proficient/Distinguished
12th Grade	$1000 per teacher	$1000 per teacher		

	Benchmark 60%+ Proficient/Distinguished	Benchmark 60%+ Proficient/Distinguished	
	$1000 KYOTE/ACT 60%+ meeting math benchmark	$1000 KYOTE/ACT 60%+ meeting math benchmark	

For the guidance counselors we would like to offer a performance supplement based on a reduction in retention rates and student dropout rate. The goal of the school is to have students graduate with their original cohort in four years as well as for the school to have a graduation rate of 100%. The supplement program for the guidance counselors is included below:

$1000	Year 1	Year 2	Year 3
Retention Rate	50% Reduction	25% Reduction	Maintain
Dropout Rate	50% Reduction	100% Reduction	Maintain Dropout rate of 0%

The Persistence to Graduation Team's participation in the supplement program that enhances students focus on grade point average and student success in the classroom, increase in student attendance and of student dropout prevention. The supplement program will be as follows:

$1000	Year 1	Year 2	Year 3
Dropout Rates	50% Reduction	100% Reduction	Maintain Dropout rate of 0%
Retention	50% Reduction	25% Reduction	Maintain
Attendance	95%+	96%+	97%+

For our teacher leadership team, we currently have performance-based supplements in place for the teachers that serve on this team. These teachers must meet the established requirements: taking part in the summer leadership retreat conducted by the district, attendance for the entirety of all meetings (allowing for two absences and no more than three meetings per year of leaving early). In addition to the 26 hours (two of which are suicide prevention training) that are required for professional development, the leadership team is required to receive an additional 12 hours of professional development and share the new information or

~~strategies with the rest of their department or the whole staff. The performance-based supplement for the leadership team is to be $1000.~~

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after many opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

The district/school has a corrective action process outlined in the district Certified Evaluation Plan (CEP) for all certified employees. The corrective action plan is implemented if a leader or teacher has a rating of ineffective on any evaluation. This plan has specific goals with interventions mapped out for a teacher or leader to complete in order to improve the instructional process regarding their role within the school. The staff member who is on a corrective action plan will meet with a school administrator and district administrator for support and will have scheduled follow-up until they have shown to meet the goals set forth in their plan. If a teacher or staff member continues to have ineffective ratings on evaluations after the interventions have been put in place there is a follow-up certified improvement program to provide additional supports for that staff member that includes a team of support personnel, similar to the KTIP process. If the staff member still does not show improvement through the certified improvement program, the supervisor follows district policy to recommend termination.

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

The current professional development process that is designed around the school's literacy and math improvement goals, which is implemented through the curriculum work, are as follows: The school had an intense focus for the 2016-17 school year on Novice Reduction. The school worked with the area novice reduction coach to work with the leadership team to go through the key work processes based on our most recent data around mathematics and literacy. From those key core work processes, the team determined next steps and how to work with the rest of the staff to meet the needs of the school regarding novice reduction in literacy and math. The leadership team then set aside one school-wide PLC per month to target each of the six areas identified that occurs after-school. The school still has weekly after-school meetings, but one is designated as a PLC – focused on student data, teacher effectiveness, instructional strategies and the Standards for Quality. The leadership team then divided out those targets and developed professional learning opportunities to provide to staff. The next step included a survey where the teacher prioritized the learning opportunities and a schedule was developed for the next five months so that each teacher has the opportunity to attend each of those sessions that are aligned to their professional growth goals and needs of students.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

The school currently offers a mentor/mentee program for current first and second year teacher to provide support both in the classroom as well as additional roles and responsibilities that a high school teacher faces. These new teachers are matched up with a teacher that is acclimated to the school climate, culture, and

expectations. The teacher meet bimonthly to discuss needs, questions, and to be provided professional learning around the supports needed to make them successful. Moreover, all new teachers at FCHS are provided a day in the summer where they are given exposure to the systems the school has in place as well as other activities to assist them to becoming acclimated to the school before school starts. The district also offers a new teacher induction program to assist teacher from across the district. Moreover, as mentioned in a previous section there are financial supplements in place for teachers when their students are successful based on data provided from assessments. In support of the initiative to provide each classroom with Google Chromebooks all teachers are to be provided with training on Google Classroom to enhance their instructional practices. Moreover, the school has begun frequenting statewide recruitment events at colleges and universities to promote our school needs. In addition, with social media avenues we promote our school's culture and climate through FCHS Den Life and the districts FCS Our Story hashtags.

Lastly, the school has participated in the district's Collaborative Release Time, which allows teachers to leave the classroom for a day to collaborate/co-teacher with other teachers in the school or in the district, observe a teacher or perform the duties of a teacher leader. Many of the high school teachers requested Collaborative Release Time to work with other teachers on National Board Certification, Curriculum or Technology Integration.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

The programs that the school currently is using to target literacy and math needs (TIER 1) to reduce the number of novice in each category include ALEKS for math intervention and Reading Plus and Achieve 3000 for reading intervention. Students are placed in intervention based on their MAP scores as well as predicted ACT scores from Pre-ACT data and Map data. ALEKS is the practical realization of Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean-Paul Doignon at the University of Brussels. ALEKS keeps server statistics that measure learning success of all students, namely, how often they succeed at learning a concept that ALEKS offers them as "ready to learn." When ALEKS determines that a student is ready to learn an item, the student is able to learn it a very high percentage of the time. In the small percentage of cases where the student is initially unsuccessful, the topic is presented again to the student later on. Because of the artificial intelligence in ALEKS, students are usually successful at learning the material ALEKS offers them. (The level of instructor involvement does not affect this.) The Average Historical Student Learning Rates with ALEKS are ~90%. The school uses ALEKS by placing students in intervention based on their MAP score and which area that they need work in- foundations, pre-algebra, algebra 1, geometry or algebra 2. The student is given the pre-assessment and then provided an individualized intervention curriculum based on each students needs.

Novice Reduction- We used are coach for both leadership and school-wide training. The work from the leadership team with the Novice Reduction coach led to the school determining their areas of leverage and concerns. To address the concerns the leadership team drilled down using the Five Whys Strategy to

determine what was needed to move the school forward. This resulted in six areas of concern of which leadership team members as well as other teacher leaders developed mini professional learning sessions for all teachers in the building to attend.

RTI Folders

The Curriculum, Instruction and Assessment Specialist developed a Tier 1 intervention system using student data tracking folders. The RTI folders were used in all classrooms as well as intervention classes. Students tracked their formative data in order to determine intervention needs before a summative assessment. Students also tracked their longitudinal summative assessment data. Teachers were asked to write down the tier 1-intervention strategies that were being used for each student to move them forward in their learning.

GAP Rosters

The Curriculum, Instruction and Assessment Specialist put together individual classroom GAP rosters for each teacher, which included reading and math MAP data for each student. Teachers were asked to put longitudinal common assessment data for each student on these spreadsheets in order to determine interventions needs. Teachers informed administration during PLC data presentations of what literacy and/or math intervention strategies were being used. Teachers were able to share different intervention strategies they were using or had used to improve student learning.

Regarding Reading Plus research include data that shows students who completed at least 80% of recommended Reading Plus assignments (100 lessons / 30 hours) achieved significantly larger gains on the SBAC ELA assessment in comparison to a group of demographically similar students who had minimal or no Reading Plus use.The Reading Plus group achieved an average scale score gain of 59 points on the Spring 2016 SBAC ELA assessment. This gain was three times larger (40 points higher) than the one achieved by the comparison group. An SBAC ELA scale score gain of approximately 60 points often results in a student progressing to a higher SBAC ELA achievement level. As measured by the SBAC, Reading Plus students were more likely to improve their ELA achievement levels than the comparison group between spring 2015 and Spring 2016: Twice as many Reading Plus students advanced from Level 1 to a higher achievement level. Three times as many Reading Plus students advanced from Level 2 (below standard) to Level 3 or 4 (meeting or exceeding the standard). Reading Plus students also were far less likely to lose ground on the SBAC between spring 2015 and spring 2016. Only 6% of the Reading Plus group dropped from SBAC ELA Achievement Level 2 to Level 1, while 38% of the comparison group regressed from Level 2 to Level 1. Much like ALEKS, Reading Plus is used in the same format where students are provided a pre-assessment from the system and based on the results of that system they are provided an individualized program to meet their reading needs based on both fluency and comprehension of the material read.

Independent research has linked use of Achieve3000 solutions to improved performance on high stakes tests. A study, conducted in August 2007, of 28,000 elementary, middle, and high school students across 28 states conclusively indicates that use of KidBiz and TeenBiz significantly raises Lexile/reading scores. When students used the solutions twice per week, they made more than triple the expected reading gains over the course of a ten-month school year. These findings were consistent with all students, regardless of grade level. Achieve 3000 was piloted this year in our ACT Panther Prep ELA classes. Much like the other two intervention

programs used at FCHS students take a pre-assessment and then are provided an individualized curriculum to meet their needs. Achieve 3000 uses Lexile scores and provides students with common articles but each student receives the article at their own Lexile Level. They are then asked comprehension and written response questions to analyze where the student is and next steps in the program.

The school also offers an ACT Panther Prep class in both English and Language Arts as well as math. Students are placed in this intervention class based on their MAP data and their Pre-ACT scores. Students who are one to two points away from meeting benchmark are put into a hybrid system where they spend two to three days per week working on ALEKS (for math) or Achieve 2000 (for ELA). The other two days these students work on test taking strategies on the ACT. In addition, every two weeks students are given an ACT benchmark where the class tracks the whole class percentage towards meeting the benchmark and students are tracking their own individual data. The School Improvement Grants have been used to assist in paying teachers to provide support for our students to become college ready, which aligns to the school's vision. We have seen a steady increase in the number of students meeting benchmark in Math, Reading, and English on the ACT. We want to continue to increase to gain percentages above the state average. To enhance this program that the school offers all students who are in a Panther Prep ACT class received a two session from a company called TorchPrep. According to the Torch Prep website and information provided to the school when determining the agreement the group uses the following strategies in the teaching of ACT preparation and test taking strategies to enhance a student's capabilities to perform on the ACT: **Instruct**: Deliver content/information in a clear, concise fashion that the listener can comprehend and build upon. Sound instruction is paramount for our success and student success. **Entertain**: We bring large amounts of energy, stories, and interpersonal skills to the table. Our zeal is enough to carry students through the entire Boot Camp. **Provoke**: Push students to develop an innovative, creative, and strategic approach to both education and life as a whole.

It is vital that schools continually update their technology to keep pace with our technologically driven society. Students need to be immersed in a technology rich classroom to increase motivation and provide differentiated instruction to all ability levels of learners. Having technologically equipped classrooms can help the teacher modify instruction and present information through various types of media so that all students can learn. The TI Navigator will allow teachers to see all student calculator screens at one time. Teachers will be able to highlight students doing things correctly as well as read just instruction based on what they are seeing on the screens. Teachers will be able to send formative as well as summative assessments to students through their calculators and retrieve data about these assessments immediately.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

Fleming County High School utilizes a standardized PLC protocol that includes the analysis of student data (attendance, benchmark grades, item analysis, etc.) that is discussed weekly with teachers. The principal, CIA, KDE ER staff, the district's instructional supervisor and superintendent attend weekly formal PLCs to analyze student data and develop strategies designed to increase student achievement. Furthermore, data is

categorized by Novice, Apprentice, Proficient and Distinguished, which helps teachers to target Novice Reduction and GAP students. The CIA works with individual teachers whose students are not growing to develop strategic plans. Additionally, the Panther Prep (RTI) teachers meet every two weeks where teachers analyze progress monitoring data to address interventions for targeted students. Teachers also utilize the PDSA process and include student voice in the evaluation of data and planning next steps to meet specific instructional and achievement goals. There is an emphasis at the school level and district level to personalize learning, or differentiate learning that is focused on the needs of each student.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

In 2015, at the request of students, parents and teachers, Fleming County High School elected to go the two semester, seven period day schedule with yearlong courses. This change helped to reduce confusion and schedule changes and ensured that students have yearlong continuity and contact with the curriculum. This schedule also reduced the number of transitions and allowed students to participate in intervention and acceleration activities. By reducing transitions between quarters, transitions between class periods, more time can be focused on instruction from bell-to-bell.

The school offers ACT Prep sessions on Saturdays in the fall, and AP Exam Tutoring sessions on Saturdays in the spring. Also, students who are members of the Student Council are able to take a yearlong leadership course which provides them opportunities to be part of the school's decision-making process.

Students are given the opportunity to attend summer school to recover credits. Beginning in the summer of 2018, students will be able to take accelerated courses during the summer break to earn additional credits that will allow students to take more courses that are advanced during the traditional academic school year. The school has also focused extensively on expanding the AP Program through becoming an AdvanceKY school.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the grant's duration.

Since 2015, FCHS has focused on parent and community engagement. Through this focus, the school offers regular opportunities for parents and the community to be involved in the teaching and learning process. The school offers quarterly Data Nights, semester Open Houses, monthly Panther Community (parent and community committee), College and Career Fair for Parents and so much more. Additionally, Fleming County High School was instrumental in helping Fleming County to become a Work Ready Community, which provides relevant work experiences for our students. By being a Work Ready Community, the regional Economic Development Board provides free work training to students and pays all juniors to take the WorkKeys assessment. Going forward parent and community engagement will be key to sustaining the school's focus on culture, communication and collaboration.

The school Advisory Council also plays a key role in maintaining a focus on parent and community engagement. The school administration will continue to involve the members, who are parents, in helping to

lead the school and identifying new ways to improve engagement of all stakeholders. Additionally, the school has focused on parental support during the 2016-2017 – organizing Panther Community – made-up of parents, which allows the school to relay information to more stakeholders – resulting in more parental/guardian support/engagement/buy-in.

Identify the intensive technical assistance and support provided to the school by the district.

Fleming County High School receives prioritized intensive technical assistance. Members of the Senior Leadership Team meet with school administrators daily. Specifically, the superintendent and instructional supervisor attend all weekly PLCs, have weekly scheduled meetings with the principal, and attend all advisory council meetings. Fleming County Schools also performs quarterly Formative Quality Reviews based on AdvancED's Standards for Quality and other operational components. The district delivers just-in-time supports to the high school.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. ***Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.***
1. What is the element to be modified?
2. How will the element be modified?
3. How does this modification continue to meet the intent of the originally required element?

NA

Schools are not required to address "permissible activities". However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities
Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

Fleming County Schools, in cooperation with the Kentucky Department of Education, hired a new principal in the summer of 2015. The SBDM lost its authority and capacity – therefore, limiting its ability to select a principal. The principal was tasked during Year 1 to focus on Organization, Culture, and Communication. In Year 2 the principal's focus was on Organization, Culture, Communication, and Curriculum. In Year 3, the principal's focus will be on Organization, Culture, Communication, Curriculum, Empowerment and Collaboration. Furthermore, the district is working to grow the Advisory Council and regain the capacity to be a SBDM Council.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Based on experience, we do not place teachers at the high school as a "dumping ground." Since 2014, the district works closely with the school principal and KDE staff to ensure that teachers meet the requirements necessary to help improve student achievement.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The school administration, KDE ER Staff, the district's Instructional Supervisor and Superintendent periodically perform curriculum reviews based on standards and concepts from the Standards for Quality. Furthermore, the district approved the hiring of a Curriculum, Instruction and Assessment Specialist (CIA) for the high school who monitors curriculum implementation, as well as, benchmark creation solely at the high school. The school leadership team also presents monthly to the board. The focus is on the school's improvement areas, goals and curriculum work/data – as it pertains to the district's strategic plan.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Fleming County Schools has allocated additional Special Education teachers above the state ratio in order to address the achievement gap. In 2017-2018 and going forward, the district will not share a special education teacher with the middle school. Furthermore, special education students will also be provided supports from the intervention teachers. In addition, the special education teachers at Fleming County High School has a weekly PLC dedicated just to the special education teachers. The Director of Special Education also attends the weekly PLC so that supports and resources can be quickly provided. Additionally, special education teachers, along with, regular education teachers at the high school will receive Kagan training annually. The district also provides additional funding for resources for special education to address specific achievement targets. In addition, the district has secured a grant that provides an additional support to assist special education to receive specific workforce experience.

The LEP population is an extremely small sub-group; however, we work closely with the district's Title III/LEP coordinator to address individual student needs for instructional support. KEDC, the regional education co-op, provides Migrant Education services to those who qualify.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

Fleming County High School is committed to expanding the Advanced Placement program. Fleming County High School is already an AdvanceKY School; however, each year, the school is committed to adding additional courses. The school will also utilize SIG funding to start an Advanced CTE Program, which combines Advanced Placement with the Career and Technical Education Program. The district currently has a 22% poverty rate and the high school has 64.9% free-reduced lunch rate; which means that most of our students are at risk. By

connecting AP and CTE, all of our students will have the ability to take advanced coursework. FCHS has open enrollment in all AP courses, which allows any interested student to register. To take it a step further, our counselors actually target at-risk and minority students for enrollment.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Fleming County High School proposes to use SIG funds to expand the 8th to 9th grade transition. We recognize that the transition is a critical piece in a student's secondary journey. Each year going forward, the high school will offer "Know Your Journey" nights where 8th grade students and their parents come to the high school in late spring to be introduced to the school's administration, teachers, course offerings, programs, and policies/procedures. The night allows for teachers to showcase their programs, pathways and academic extra-curricular opportunities (i.e. Art, Student Council, Academic Team, FCCLA, Beta, FBLA, FFA and STLP, etc.). In the summer, the school will offer a 3 day Freshman Orientation Session where students meet with their teachers, student mentors, participate in team building exercises and other components that are necessary to have a successful transition from middle to high school.

Describe strategies to increase graduation rates.

The school has recognized that even with a high graduation rate (95%) we still have 5% of our students not graduating. Additionally, we have a CCR Rate (60% College Ready) (61% Career Ready). The district has allocated a Student Services Liaison to the high school with a focus on working with students who are deemed at-risk of not graduating based on attendance. The liaison is also a member of the Persistence to Graduation Team where strategies are identified based on the needs of the individual student. Through the Freshmen Transition Program - the key is to identify students early in their high school and not wait until their Junior or Senior year when patterns and habits have already developed. Each incoming 9th grade student will receive a graduation mentor. The students will be identified using their 6th grade and 8th grade attendance - as recommended by research. The school must move to more of a prevention and support role in combatting attendance issues, which ultimately is the main cause for students not graduating. The school also has started recognizing students who meet minimum graduation requirements through the Graduation Success Academy (GSA), which builds the confidence of students. They are also given the opportunity to attend their own personalized graduation ceremony separate from the traditional graduation ceremony. The school recognizes the different learning environments, needs and achievements of students, which means a lot to these students and their parents/guardians.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

Fleming County High School, like Fleming County Schools, enjoys phenomenal community support. One of the areas of focus for both school and district has been improving communication and culture, which requires engaging stakeholders in the decision-making process. Though we have made huge strides in communication and culture, we still struggle with two-way communication and getting a diverse selection of stakeholders at the decision-making table. Over the past two years, the high school staff has concentrated on offering opportunities for the stakeholders to be engaged in the teaching and learning process. Since the summer of

2015, the high school has offered programs such as data nights, Panther Community Night, Know Your Journey Night, Sponsor Recognition (Academic & Athletic) at Athletic Events.

Describe the strategies implemented to improve school climate and discipline.

Fleming County High School has focused heavily on climate (culture) and discipline over the past two years. First, the school, along with the Advisory Council updated all policies, procedures and the student handbook making the school processes and environment more conducive to the teaching and learning process. Additionally, the school's administration has trained the Advisory Council to act like an SBDM, which strengthens the school's policies and procedures that have been recently updated. The student handbook has been revised to meet KRS statutes and district expectations more closely. In addition, the student council has been an active partner in developing and strengthening the school's student handbook. This allows students to play an important role in developing a culture of accountability.

By addressing the school's discipline issues, the school has been able to address the overall climate. Student voice, teacher empowerment, collaboration and a shared vision are major components in developing a school culture that is student-centered, teacher driven, parent involved and community supported. The school administration has recognized that teacher leadership is essential in creating buy-in for the school's vision, goals, and policies. The Teacher Leadership Team plays an active role, charged with facilitating collaboration, leading teaching and learning from the classroom, advocating for student voice, and supporting the overall vision: All Students Prepared for College, Prepared for Career and Prepared for Life. High-performing schools recognize that student support is the foundation for everything else. Therefore, the school has emphasized the importance of regular meetings between teachers and students through Den Life, which establishes and strengthens relationships, collaboration and sense of individual student success. The school's commitment to climate is also seen through the Lifeguard Program. The Lifeguard Program allows students to choose "lifeguards" based on their positive connections with teachers and staff. This has proven to be yet another support tool in the school as it continues its effort to become student-centered (student advocacy).

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

NA

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

On top of the normal SBDM allocation, the district has allocated the following to increase student achievement over the past two years: two (2) ACT Intervention Teachers, one (1) Curriculum, Instruction and Assessment Specialist, one (1) Student Service Liaison and one (1) Special Education Teacher. Additionally, the district provides additional funds to be used to: improve Career Readiness ($10,000 per year), improve AP Scores ($10,000); and improve Career Readiness with an Employment Specialist ($20,000).

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures)

that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Over the past two years, the school has focused on: 1) Organization, 2) Communication; 3) Culture; 4) Curriculum; 5) Empowerment; and 6) Collaboration. These six areas are also aligned to the district's areas of focus and strategic plan/framework. Going forward it will be critical, based on ongoing review of the school's processes using the Standards for Quality, to remain focused on these areas in some capacity. To be successful, family and community engagement will be key to increasing student achievement - resulting in ALL students being college, career and life ready. Some activities will include Data Nights, Panther Community Days, Parent College & Career Fair Night, and Quarterly Know Your Journey Nights). These events will help to educate parents/guardians and community members about the school's accountability model, program offerings and learning expectations. Additionally, the school will be able to garner support for the school's vision to ensure that all students are prepared for college, career and life.

Highly effective teachers, staff and administrators are essential to creating the best learning opportunities for students, which will lead to improved student success and a higher graduation rate. FCHS recognizes the critical need of recruiting and retaining highly effective teachers. Going forward, the school will expand the recruitment opportunities by visiting colleges and university job fairs across the commonwealth. In addition, the school will use the district's online application system to post all vacant positions, which will expand the number of applicants for each position. No longer can we rely on people applying for positions. Instead, the school must work closely with college/university partners, co-ops and attend local, regional and statewide job fairs.

Actions
Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

Since 2015, the district has implemented a Formative Quality Review process using AdvanceED Standards for Quality to monitor the school's progress. Within this review, the school, as well as, the district, will utilize eleot 2.0tm to perform classroom walkthroughs. In addition, the school will continue to implement classroom observations based on the district's certified evaluation plan (CEP). The Formative Quality Review process, as well as, the end of year follow-up, allows for both school administrators and district administrators to identify areas of strength and potential gaps in the teaching and learning process, school operations and student support.

Additionally, the school and district have provided teachers embedded professional learning focused on PDSAs, Kagan and RTI. As a result, through walkthroughs we have seen more increased student engagement and more performance-based learning occurring, where students are also collaborating. The teachers have become more facilitators of student learning and less the center of the classroom. Furthermore, through the monthly school-wide PLCs and weekly PLCs, teachers have focused on targeting their own professional growth

aligned to their effectiveness, thus, resulting in increases in student achievement.

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

The school regularly adjusts teaching assignments and course loads based on the needs of students and teacher effectiveness. The adjustment is based on eleot walk-through trend data, classroom observations, student voice, and academic longitudinal data. Based on the past three years, the district has supported all personnel and curricular decisions made by the principal.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Since 2014, the district has become financially stable, which allows for greater flexibility from the district to utilize other funding sources to assist the high school in its overall vision. Allocations from a variety of funding sources (e.g., Title I, Title II, Rural and Low Income, Gifted/Talented, state and federal competitive grant awards, section 7 allocations) are utilized to ensure that individual student needs are being met as outlined in the identified school improvement goals. The school and district will strategically assist in implementing the transformational model through supplementing the model with school and district allocated funds. As identified in the budget narrative – programs were identified as needed to create change; however, the school/district are covering the cost.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

The school and district utilizes the committee approach to updating district and school policies. There are several committees that the school level that assists in the school leadership in developing policies that are aligned to the school's improvement goals. Involving stakeholders in the development and revision of district and school policies leads to greater accountability, ownership and barrier removals. Furthermore, by involving diverse stakeholders in the development and revision of policies helps to identify barriers that may impact student achievement and effective implementation.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

All school-based policies have been updated since 2015. We do not have any policies that should affect implementing the school improvement plan. However, if we find that a policy affects the effectiveness of the plan, we have processes (documented) in place to address updating of policies. The district's strategic plan, which is aligned closely to the Standards for Quality, which is the basis of the school's improvement goals, assists the school and district in providing leadership. The district uses district policy and statutes to provide

autonomy to the school and the advisory council to make decisions – though we provide supports as needed and required.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

Over the past three years, the district has worked to establish strong partnerships with external organizations that have assisted in the success of the district and school. Partnerships with AdvancED, the Kentucky Department of Education, KASA, The Kentucky Center for Performance Excellence, etc. have been critical to the improvements made at the school and district level. We also have great partnerships with Morehead State University –where students can take college level ours onsite and online and a student-teacher partnerships. Our partnership with Maysville Technical Community College has provided our students access to dual-enrollment – which lead to one of our students becoming the first student to earn an Associate's Degree and high school diploma in this area. The school's business partners, Dairy Queen, Hinton Mills, Total Care Pharmacy, Cheap's Chevrolet, Southern States, and the Flemingsburg Chamber of Commerce (which is essential to the Work Ready Seal) all provide essential support such as job-shadowing opportunities for students, financial supports, student recognitions focused on college/career readiness and so much more. The school is constantly in communication with all partners so that their goals are aligned to the goals of the community and business partners.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

Fleming County Schools will utilize multiple funding sources to assist in transforming the high school. In particular, the district will utilize increases in the compensating tax rate, Title 1, Title 2, CTE and Perkins, Section 7 funds, Special Education funds, E-Rate.

School's Focus Area	Transformation Component	Funding Source(s)	Percentage
Organization	~~SAM - School Administrator Manager~~HS – Student Services Liaison (2) ACT Intervention Teachers~~Performance-based Supplements Model Schools~~	Section 7 Compensating Tax Title 1 General Fund	Grant funding: Year 1: 100% Year 2: 85% Year 3: 50%

	Conference		
Organization	National Institute for School Leadership (NISL) Model Schools Conference	Title 1 Title 2 General fund	Year 1: 0~~100~~% Year 2: 0%~~85%~~ Year 3: 0%~~50%~~
Culture	Den System	SBDM Funds	Year 1: 0%~~50%~~ Year 2: 0%~~25%~~ Year 3: 0%
Communication	Printing TV Broadcasting Teacher Recruitment	CTE and Perkins Title 2 Title 1	Year 1: 0%~~100%~~ Year 2: 0%~~90%~~ Year 3: 0%~~80%~~
Curriculum	AdvancED CTE ~~Personalized Learning Carts~~ Benchmarks AP Program Expansion for SS & Humanities Systems Training Kagan Training	CTE and Perkins Advance KY SBDM Allocations Compensating Tax Section 7 Title 1 Title 2 Technology Funds Special Education	Year 1: 0~~100~~% Year 2: 0~~90%~~ Year 3: 0~~80%~~
Curriculum	Personalized Learning Carts (2 carts)	CTE & Perskins SBDM Allocations Title 1 Technology Funds	Year 1: 100% Year 2: 0% Year 3: 0%
~~Curriculum~~	~~ACT test for all grades~~	~~SBDM Allocations~~ ~~Compensating Tax~~ ~~Section 7~~ ~~Title 1~~	~~Year 1: 100%~~ ~~Year 2: 90%~~ ~~Year 3: 80%~~
Curriculum	TorchPrep for 11th grade	SBDM Allocations Compensating Tax Section 7 Title 1	Year 1: 0%~~100%~~ Year 2: 0%~~90%~~ Year 3: 0%~~80%~~
Curriculum	TI Graphing Calculators with Navigator (60	SBDM Allocations Compensating Tax	Year 1: 0%~~100%~~ Year 2: 0%~~90%~~

	calculators)	Section 7 Title 1	Year 3: <u>0%</u>~~80%~~
Empowerment & Engagement	Josten's Renaissence Program for Student Council	SBDM Council Title 1 Section 7 Funds	Year 1: <u>0%</u>~~100%~~ Year 2: <u>0%</u>~~75%~~ Year 3: <u>0%</u>~~25%~~
Collaboration	9th Grade Transition	SBDM Allocation Title 1 Special Education Section 7	Year 1: <u>0%</u>~~100%~~ Year 2: <u>0%</u>~~75%~~ Year 3: <u>0%</u>~~25%~~

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

Fleming County Schools in the fall of 2015 started performing quarterly Formative Quality Reviews, which monitors the school organization, culture, communication, curriculum, empowerment and collaboration. This process will extend beyond the SIG, as this has been a powerful process for the school and district. Furthermore, the school makes formal presentations to the board of education each month so that they are kept up to date with the school's progress. This, too, will continue past the end of SIG. In the chart above, reduction in grant, funding shows the drawdown for each identified component and how the district will begin to fund the identified SIG components. The district will continue to monitor student data, graduation data, CCR data, attendance data and parent/community engagement through weekly PLCs, quarterly Formative Quality Reviews, weekly classroom walkthroughs, and weekly one-to-one meetings with the school's principal and KDE ER staff.

Timeline
Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

School Focus	SIG Component	Year 1	Year 2	Year 3

Organization	SAMHS – Student Service Liaison	Create Job Description and Roles. Recruit, Hire, and Train Strategically shift responsibilities from others admin staff Identify goals for the position for the academic year Perform duties as outlined in the job description and as assigned by the principal Evaluate SAM HS – Student Service Liaison to determine the effectiveness of the position in meeting the transformation goals.	Identify goals for the position for the academic year Attend NISL for strategic training Perform duties as outlined in the job description and as assigned by the principal Evaluate SAM HS – Student Service Liaison to determine the effectiveness of the position in meeting the transformation goals.	Identify goals for the position for the academic year Perform duties as outlined in the job description and as assigned by the principal Evaluate SAM HS – Student Service Liaison to determine the effectiveness of the position in meeting the transformation goals and continued need.
Organization	ACT Intervention Teachers (2 teachers)	Recruit, hire and train teachers. Assist in identifying focused students Help identify academic goals for each student. Help align	Assist in identifying focused students. Help identify academic goals for each student. Help align lessons/interventions to needs of students.	Assist in identifying focused students. Help identify academic goals for each student. Help align lessons/interventions to needs of students.

		lessons/interventions to needs of students. Identify goals for the following year.	Identify goals for the following year.	Identify goals for the following year.
Organization	Model Schools Conference	School Leaders, Teacher Leaders, Instructional Supervisor and Superintendent attend the Model Schools Conference to find network with other improvement schools and discover new and innovative strategies to implement.	School Leaders, Teacher Leaders, Instructional Supervisor and Superintendent attend the Model Schools Conference to find network with other improvement schools and discover new and innovative strategies to implement.	School Leaders, Teacher Leaders, Instructional Supervisor and Superintendent attend the Model Schools Conference to find network with other improvement schools and discover new and innovative strategies to implement.
~~Organization~~	~~Performance-based Supplements~~	~~See Attachment~~	~~See Attachment~~	~~See Attachment~~
Organization	NISL	Coordinator and schedule the dates and facilitators for training. Create an application process for selecting aspiring school leaders to participation. All participants will begin attending training	Principal and district leadership will monitor participants' implementation of their NISL Action Learning Project. Select year two participants to attend. All participants will begin attending training	Principal and district leadership will monitor participants' implementation of their NISL Action Learning Project. Select year three participants to attend. All participants will begin attending training
Culture	Den System	Schedule culture	Schedule culture	Schedule culture

		building activities for students, teachers, staff and administrators monthly	building activities for students, teachers, staff and administrators monthly	building activities for students, teachers, staff and administrators monthly
Communication	Printing	Print brochures, student handbooks, parent handbooks, and posters	Print brochures, student handbooks, parent handbooks, and posters	Print brochures, student handbooks, parent handbooks, and posters
Communication	TV Broadcasting	Purchase TV broadcasting system Create a weekly TV broadcast to televise in the school and on the local cable access channel (community). Perform annual survey to determine next steps	Schedule TV/Media class Host weekly TV broadcast to in the school and on the local cable access channel (community). Perform annual survey to determine next steps	Begin collaboration with middle school to begin feeder program Host weekly TV broadcast to in the school and on the local cable access channel (community). Begin hosting online web channel Perform annual survey to determine next steps
Communication	Teacher Recruitment	Identify teacher areas for recruitment Identify and attend local, regional and state-wide recruitment fairs. Establish partnerships with	Identify teacher areas for recruitment Identify and attend local, regional and state-wide recruitment fairs. Work with university partners	Identify teacher areas for recruitment Identify and attend local, regional and state-wide recruitment fairs. Work with university partners

		colleges and universities. Begin grow your own teacher program for HS students. Administer annual recruitment and retention surveys to address reasons for vacancies and how to improve recruitment and retention.	to identify teacher candidates. Administer annual recruitment and retention surveys to address reasons for vacancies and how to improve recruitment and retention.	to identify teacher candidates. Administer annual recruitment and retention surveys to address reasons for vacancies and how to improve recruitment and retention.
Curriculum	AdvanceKY CTE	Identify course pairs between AP courses and CTE courses. Identify training for teachers and schedule and have selected teachers attend. Create long range plans between AP courses and CTE courses, to closely align lessons, exercises, and activities. Purchase equipment, resources and supplies.	Begin communicating to students, parents and the community about the AdvanceKY CTE program. Recreate master schedule to accommodate the AP program Begin student registration for the AdvanceKY CTE program. Schedule courses based on student interest and pathways.	Implement the AdvanceKY CTE program. Perform middle year and end of year surveys to determine changes for Year 4. Survey teachers to identify additional training, resources and supports needed. Work with teachers to make changes for Year 4.

Curriculum	Calculators with Navigators (60 calculators)	Purchase calculators with teacher navigation for each math classroom. Provide training for teachers on how to embed the new system into the structure of how the curriculum is taught.	Purchase batteries for calculators for the year. Provide support for updates to the curriculum based on findings from previous year.	Survey students on the benefit of using the calculator system. Work with teachers to make changes for year 4 on how to further implement calculator use to better meet the needs of students.
Curriculum	Personalized Learning Carts (2 Laptop Carts)	Schedule Google Classroom Training for all Teachers through KDE. Schedule Google Training for students and parents. Purchase Google (2) Chromebook Carts (630 Chromebooks) for every teacher.	Implement Personalized Learning in all courses. Use eleot to perform weekly walkthroughs to determine classroom usage and student engagement. Identify intervention plans for specific teachers based on eleot data. Offer monthly training for teachers on how to use Chromebooks to personalize learning. Offer quarterly training for students and	Create and utilize school-based instrument to provide feedback on implementation of Google Classroom to each teacher, weekly. Use eleot to perform weekly walkthroughs to determine classroom usage and student engagement. Identify intervention plans for specific teachers based on eleot data. Offer monthly training for teachers on how to use Chromebooks to personalize learning.

			parents during the day and night to accommodate schedules. Collect and analyze data for the year and identify next steps for Year 3.	Offer quarterly training for students and parents during the day and night to accommodate schedules. Collect and analyze data for the year and identify next steps for Year 4.
Curriculum	Benchmarks	Develop RFP to determine possible vendors to create benchmarks for core classes. Select vendor to create and align benchmarks, train staff on how to align questions to standards and DOK levels. Work with teachers and school administrators to identify benchmark calendar.	Pilot benchmarks to identify alignment issues and benchmark calendar. Identify next steps for Year 3, work closely with vendor to make final preparations. Survey students and teachers to identify areas of strength and concerns regarding the benchmarks. Evaluate correlation between benchmarks and actual rigor of EOC/K-Prep	Implement benchmarks quarterly as identified by the benchmark calendar. Analyze quarterly benchmark data in PLCs and report to the board. Determine RTI needs based on the benchmarks. Survey students and teachers to identify areas of strength and concerns regarding the benchmarks. Evaluate correlation between benchmarks and actual rigor of

				EOC/K-Prep Make plans for Year 4.
Curriculum	AP Program Expansion for Social Studies and Humanities	Identify Interest Level of AP offerings and identify at least (1) new course for social sciences and (1) Arts/Humanities Identify teacher of record and ensure that the teacher receives proper training and submits course syllabus.	Identify Interest Level of AP offerings and identify at least (1) new course for social sciences and (1) Arts/Humanities Identify teacher of record and ensure that the teacher receives proper training and submits course syllabus	Identify Interest Level of AP offerings and identify at least (1) new course for social sciences and (1) Arts/Humanities Identify teacher of record and ensure that the teacher receives proper training and submits course syllabus
Curriculum	Systems Training	Schedule and host 3 day annual training for school leadership. Schedule 2 day annual training for teachers on how to implement a classroom continuous improvement system. Schedule follow-up coaching and feedback sessions on system implementation by teacher throughout the school year.	Schedule and host 3 day annual training for school leadership. Schedule 2 day annual training for teachers on how to implement a classroom continuous improvement system. Schedule follow-up coaching and feedback sessions on system implementation by teacher throughout the school year.	Schedule and host 3 day annual training for school leadership. Schedule 2 day annual training for teachers on how to implement a classroom continuous improvement system. Schedule follow-up coaching and feedback sessions on system implementation by teacher throughout the school year.

Curriculum	Kagan Training	Schedule annual school-wide, onsite Kagan Training for school leaders and teachers. Schedule follow-up coaching and feedback sessions on usage and fidelity of implementation	Send new school administrators and teachers to regional Kagan training. Send teachers to train-the-trainer sessions for updates. Monitor implementation regularly and provide feedback. Perform annual survey to identify needs by school administrator and teacher to identify PD opportunities.	Send new school administrators and teachers to regional Kagan training. Send teachers to train-the-trainer sessions for updates.
~~Curriculum~~	~~ACT Per Grade~~	~~Administer the ACT to 9th, 10th and 12th (for those who have not met benchmark).~~ ~~Analyze results to determine student intervention needs and placement~~	~~Administer the ACT to 9th, 10th and 12th (for those who have not met benchmark).~~ ~~Analyze results to determine student intervention needs and placement~~	~~Administer the ACT to 9th, 10th and 12th (for those who have not met benchmark).~~ ~~Analyze results to determine student intervention needs and placement~~
Curriculum	TorchPrep	Enroll all Juniors in TorchPrep for ACT preparation. Analyze results to determine student intervention needs and placement	Enroll all Juniors in TorchPrep for ACT preparation. Analyze results to determine student intervention needs and placement	Enroll all Juniors in TorchPrep for ACT preparation. Analyze results to determine student intervention needs and placement
Curriculum	Calculators	Purchase the		

		number of calculators needed to place a classroom set in all math classes.		
Empowerment & Engagement	Student Council	Send students and teachers to the annual Josten's Renaissance Festival to improve culture through empowering students to be leaders in school.	Send students and teachers to the annual Renaissance Festival to improve culture through empowering students to be leaders in school.	Send students and teachers to the annual Renaissance Festival to improve culture through empowering students to be leaders in school.
Collaboration	9th Grade Transition	Host annual 9th Grade Transition Activities Survey students, teachers, and parents/guardians to identify transition strengths and areas for improvement for the following school year.	Host annual 9th Grade Transition Activities Survey students, teachers, and parents/guardians to identify transition strengths and areas for improvement for the following school year.	Host annual 9th Grade Transition Activities Survey students, teachers, and parents/guardians to identify transition strengths and areas for improvement for the following school year.

Annual Goals
Please Note: You may only type in the gray areas.

Develop **_annual_** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy Annual Goals

	9th	10th	11th	12th

2017-18	For the 2017-18 school year 62.1% of students will meet at least proficiency on the school benchmark for ELA.	For the 2017-18 school year 64.4% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2017-18 school year 56.9% of students will meet the college readiness benchmark on the ACT in Reading	For the 2017-18school year 59.3% of students will meet the at least proficiency on the school benchmark for ELA.
2018-19	For the 2018-19 school year 68.2% of students will meet at least proficiency on the school benchmark for ELA.	For the 2018-19 school year 68.1% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2018-19 school year 70.4% of students will meet the college readiness benchmark on the ACT in Reading	For the 2018-9 school year 62.9% of students will meet the at least proficiency on the school benchmark for ELA.
2019-20	For the 2019-20 school year 52.8% of students will meet at least proficiency on the school benchmark for ELA.	For the 2019-20 school year 74.2% of students will meet proficiency or distinguished on English 10 End-of-Course Assessment.	For the 2019-20 school year 74.1% of students will meet the college readiness benchmark on the ACT in Reading.	For the 2019-20 school year 76.4% of students will meet the at least proficiency on the school benchmark for ELA.

Math Annual Goals

	9th	10th	11th	12th
2017-18	For the 2017-18 school year 57.6% of students will meet at least proficiency on the school benchmark for Algebra I.	For the 2017-18 school year 67.9% of students will meet at least proficiency on the school benchmark for Geometry.	For the 2017-18 school year 56.3% of students will meet proficiency or distinguished on Algebra 2 End-of-Course Assessment.	For the 2017-18 school year 37.6% of students will meet at least proficiency on the school benchmark for all senior math courses.
2018-19	For the 2018-19 school year 71.2% of students will meet at least proficiency on the school	For the 2018-19 school year 63.6% of students will meet at least proficiency on the school benchmark	For the 2018-19 school year 73.9% of students will meet proficiency or distinguished on	For the 2018-19 school year 62.3% of students will meet at least proficiency on the school benchmark for

	benchmark for Algebra I.	for Algebra I.	Algebra 2 End-of-Course Assessment.	all senior math courses.
2019-20	For the 2019-20 school year 57.3% of students will meet at least proficiency on the school benchmark for Algebra I.	For the 2019-20 school year 77.2% of students will meet at least proficiency on the school benchmark for Algebra I.	For the 2019-20 school year 69.6% of students will meet proficiency or distinguished on Algebra 2 End-of-Course Assessment.	For the 2019-20 school year 79.9% of students will meet at least proficiency on the school benchmark for all senior math courses.

Develop *quarterly* S.M.A.R.T. goals for literacy and math for each of year of the SIG funding.   Include goals for each grade level in the school. Include baseline data within the goal.

Fleming County High School Quarterly Goals for 2017-2020

Literacy 2017-18	2017 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9th Grade MAP	Reading 70%	By the end of the first quarter, at least 70% of freshman will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 72.5% of freshman will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 75% of freshman will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 77.5% of freshman will achieve at a proficient level in reading on district benchmark assessment for English 9.
10th Grade MAP	Reading 67%	By the end of the first quarter, at least 69.5% of sophomores	By the end of the second quarter, at least	By the end of the third quarter, at least	By the end of the fourth quarter, at least

		will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	72% of sophomores will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	74.5% of sophomores will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	77% of sophomores will achieve at a proficient level on English 10 End-of-Course Assessment.
11th Grade MAP	Reading 43%	By the end of the first quarter, at least 45.5% of juniors will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 48% of juniors will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 50.5% of juniors will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 53% of juniors will meet the Reading Benchmark on the ACT Assessment.
12th Grade ACT or KYOTE	ACT Reading 46.45% meeting benchmark ACT English 45.36% meeting benchmark	By the end of the first quarter 25% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the second quarter 35% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT	By the end of the third quarter 45% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT	By the end of the fourth quarter 55% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT

Literacy 2018-19	2018 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
			or KYOTE.	or KYOTE.	or KYOTE.
9th Grade MAP		By the end of the first quarter, at least 55% of freshman will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 65% of freshman will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 75% of freshman will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 90% of freshman will achieve at a proficient level in reading on district benchmark assessment for English 9.
10th Grade MAP		By the end of the first quarter, at least 55% of sophomores will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 65% of sophomores will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 75% of sophomores will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 90% of sophomores will achieve at a proficient level on English 10 End-of-Course Assessment.
11th Grade MAP		By the end of the first quarter, at least 55% of juniors will achieve at a freshmen will	By the end of the second quarter, at least 65% of juniors	By the end of the third quarter, at least 75% of juniors	By the end of the fourth quarter, at least 90% of juniors

		achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	will meet the Reading Benchmark on the ACT Assessment.
12th Grade ACT or KYOTE		By the end of the first quarter 55% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the second quarter 65% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the third quarter 75% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the fourth quarter 90% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.
Literacy 2019-20	2019 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9th Grade MAP		By the end of the first quarter, at least 55% of freshman will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 65% of freshman will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and	By the end of the third quarter, at least 75% of freshman will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and	By the end of the fourth quarter, at least 90% of freshman will achieve at a proficient level in reading on district benchmark assessment for English 9.

			national assessments.	national assessments.	
10th Grade MAP		By the end of the first quarter, at least 55% of sophomores will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 65% of sophomores will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 75% of sophomores will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 90% of sophomores will achieve at a proficient level on English 10 End-of-Course Assessment.
11th Grade MAP		By the end of the first quarter, at least 55% of juniors will achieve at a freshmen will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 65% of juniors will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 75% of juniors will achieve at a proficient level in reading on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 90% of juniors will meet the Reading Benchmark on the ACT Assessment.
12th Grade ACT or KYOTE		By the end of the first quarter 55% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or	By the end of the second quarter 65% of FCHS seniors enrolled in Reading and English	By the end of the third quarter 75% of FCHS seniors enrolled in Reading and English	By the end of the fourth quarter 90% of FCHS seniors enrolled in Reading and English

			transition courses will reach benchmark on either the ACT or KYOTE.	transition courses will reach benchmark on either the ACT or KYOTE.	transition courses will reach benchmark on either the ACT or KYOTE.
Math 2017-18	2017 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9th Grade MAP	Math 58.6%	By the end of the first quarter, at least 63.6% of freshman will achieve at a proficient level math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 68.6% of freshman will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 73.6% of freshman will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 78.6% of freshman will achieve at a proficient level in math on district benchmark assessment for Algebra I. .
10th Grade MAP	Math 62.2%	By the end of the first quarter, at least 67.2% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 72.2% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 77.2% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 82.2% of sophomores will achieve at a proficient level on English 10 End-of-Course Assessment.

11th Grade MAP	Math 61.8%	By the end of the first quarter, at least 66.8% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 71.8% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 76.8% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 81.8% of juniors will meet the Math Benchmark on the ACT Assessment.
12th Grade MAP	ACT Math 39.89% Meeting Benchmark	By the end of the first quarter 45% of FCHS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the second quarter 50% of FCHS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the third quarter 60% of FCHS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the fourth quarter 65% of FCHS seniors enrolled in Math transition courses will reach benchmark on either the ACT or KYOTE.

Math 2018-19	2018 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9th Grade MAP		By the end of the first quarter, at least 45% of freshman will achieve at a proficient level math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 55% of freshman will achieve at a proficient level in math on the MAP assessment as determined by	By the end of the third quarter, at least 65% of freshman will achieve at a proficient level in math on the MAP assessment as determined by	By the end of the fourth quarter, at least 75% of freshman will achieve at a proficient level in math on district benchmark assessment for

			cut scores associated with state and national assessments.	cut scores associated with state and national assessments.	Algebra I. .
10th Grade MAP		By the end of the first quarter, at least 45% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 55% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 65% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 75% of sophomores will achieve at a proficient level on English 10 End-of-Course Assessment.
11th Grade MAP		By the end of the first quarter, at least 45% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 55% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 65% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 75% of juniors will meet the Math Benchmark on the ACT Assessment.
12th Grade MAP		By the end of the first quarter 25% of FCHS seniors enrolled in Reading and English	By the end of the second quarter 35% of FCHS seniors	By the end of the third quarter 45% of FCHS seniors	By the end of the fourth quarter 55% of FCHS seniors

		transition courses will reach benchmark on either the ACT or KYOTE.	enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.

Math 2019-20	2019 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9th Grade MAP		By the end of the first quarter, at least 45% of freshman will achieve at a proficient level math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 55% of freshman will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 65% of freshman will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 75% of freshman will achieve at a proficient level in math on district benchmark assessment for Algebra I. .
10th Grade MAP		By the end of the first quarter, at least 45% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 55% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores	By the end of the third quarter, at least 65% of sophomores will achieve at a proficient level in math on the MAP assessment as determined by cut scores	By the end of the fourth quarter, at least 75% of sophomores will achieve at a proficient level on English 10 End-of-Course Assessment.

			associated with state and national assessments.	associated with state and national assessments.	
11th Grade MAP		By the end of the first quarter, at least 45% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 55% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 65% of juniors will achieve at a proficient level in math on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 75% of juniors will meet the Math Benchmark on the ACT Assessment.
12th Grade MAP		By the end of the first quarter 25% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the second quarter 35% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the third quarter 45% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.	By the end of the fourth quarter 55% of FCHS seniors enrolled in Reading and English transition courses will reach benchmark on either the ACT or KYOTE.

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

The district has a formative quarterly review conducted by the district to assist that not only are the quarterly goals met but also to ensure that the systems put in place by the school and district are being followed and monitored by administration of the school. This includes walkthroughs of all classrooms using the eleot[tm]

walkthrough tool, observation and feedback of the PLC process, interviews of all stakeholders, and feedback including exit interview with the principal. These formative reviews are conducted four times per year. If the school is not making adequate progress on a formative review or towards their quarterly goals the district would provide additional assistance through both monetary support as well as support from central office staff.

<u>**Consultation**</u>
Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research-based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

Since the launching of Panther Community parents and community leaders have expressed the need for students to have access to personalized technology. In addition to technology, parents have expressed concern that students do not have working calculators or access to calculators at the home. The school meets monthly with the Panther Community to identify and address parent and community concerns. This relationship has led to an increase in parental and community involvement in the decision making process at school. Parents have also expressed a need for the school to put processes in place to better improve the transition between the middle and high school.

Over the past two years, the school has utilized the school's leadership team in identifying school needs. Many of the needs are have included in the application such as AP expansion and ~~, performance supplements, more ACT preparation,~~ more Kagan training and student PDSA's. In addition, throughout the past two years the work of the ~~ADvisory~~Advisory Council has been to receive training and put into place policies and procedures to conduct business a fully functioning SBDM. Through this process they have voiced the need for the school to have continued support of the den system and benchmark development to support the newly in place curriculum as outlined in the district strategic plan.

It is critical that stakeholder continue to be involved in the teaching and learning process. Therefore, stakeholders will be given up-to-date information regularly. In addition, stakeholders will be involved in evaluating the success of the SIG annual goals in an effort to ensure students are becoming college and career ready.

<u>**School Budget Narrative**</u>
Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student

achievement.

Organization	~~SAM - School Administrator Manager~~HS – Student Services Liaison & (2) ACT Intervention Teachers **SIG Requested Dollars: $~~573,800~~447,570** *Specific Items:* -Salary & Benefits	High School – Student Services Liaison will provide direct support to students that will bridge the gap between academic, emotional and social needs. Additionally, they will work to establish strong parent/guardian and community supports that will enhance the academic program at the school. The HS Student Services Liaison will be highly visible and proactive within the school through academic and extracurricular activities that will result in positive relationships with students. ~~The School Administrator Manager (SAM) will be part of the school's administrative team. The position will free up the Principal and Assistant Principal to focus on being instructional leaders - which will lead to increases in student achievement and teacher effectiveness. The Principal and Assistant Principal will have more time to perform classroom walk-throughs, coaching and mentoring, facilitating PLCs. The SAM will focus on the managerial side of the school process like discipline, facilities, transportation, field trips, etc.~~ Also employ (2) full-time ACT Intervention Teacher to work with students who have not met benchmark
~~Organization~~	~~Performance-based Supplements~~ ~~**SIG Requested Dollars: $200,000**~~ ~~*Specific Items:*~~ ~~-Supplements~~	~~The Performance-based Supplements will help to recruit and retain effective teachers and administrators - which is key to increasing student achievement. Additionally, the performance-based supplements are tied directly to specific student achievement requirements on school level and state testing.~~
Organization	Model Schools Conference **SIG Requested Dollars: $~~20,000~~0**	A key piece to sustainable school transformation is ongoing professional learning. The Model Schools Conference showcases schools that once were priority but now model schools. School and district leaders will attend and learn new strategies that

	Specific Items: -Registration -Travel & Lodging -Substitutes	target student achievement, interventions, acceleration activities and continuous improvement. Benchmarking against high-performing schools, which will be presenting at this conference, is a research-based, continuous improvement strategy that will help increase the effectiveness of the school and it's systems.
Organization	National Institute for School Leadership (NISL) **SIG Requested Dollars:** **$**~~60,000~~0 *Specific Items:* -On-site Training Costs -Materials -Facilitator Cost -Substitutes	NISL will provide leadership training to aspiring school leaders with the intent to "grow your own" highly effective school administrators. NISL is a thoroughly researched and fully tested program designed to assist schools and districts across the state with leadership development efforts. The intent is to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders and improve student achievement.
~~Culture~~	~~Den Life~~ ~~**SIG Requested**~~ ~~**Dollars: $19,000**~~ ~~*Specific Items:*~~ ~~-Certificates~~ ~~-Food~~ ~~-T-Shirts~~ ~~-Spirit Gifts~~ ~~-Transportation Cost~~ ~~-Other Supplies~~	~~Den Life at Fleming County High School addresses teacher morale and student apathy, both which impact student achievement. With more team building opportunities, positive experiences and opportunities for engagement, both a more positive, productive, student centered culture and student achievement will increase.~~
Communication	Printing **SIG Requested** **Dollars: $**~~30,000~~0 *Specific Items:* -Printer(s) -Paper	The printing services and equipment will be utilized to keep students, parents/guardians and the community informed about the school's processes. Printing services will also be used to celebrate student and staff successes to help promote a more positive, student-centered culture. This will help garner more stakeholder engagement and support,

	-Ink -Other Supplies	leading to increase student achievement.
Communication	TV Broadcasting **SIG Requested Dollars: $0** *Specific Items:* -Equipment -Furniture -Training -Supplies	The TV Broadcasting will be used to target keeping stakeholders informed about current events at FCHS. Also, TV Broadcasting equipment will provide students real-world opportunities, resulting in more real-world student engagement and increases in student achievement. To further increase stakeholder communication, broadcasts will be streamed on both the school/district websites and the local access channel.
Communication	Teacher Recruitment **SIG Requested Dollars: $40,0000** *Specific Items:* - Job Fair Registrations -Marketing Costs -Travel/Lodging Costs -Substitutes	Recruitment marketing material will be purchased to use at local, regional and ~~state-wide~~statewide job fairs. By attending more diverse job fairs and not solely relying on teachers applying, better quality and more diverse applicant pool will be available, which will lead to increases in student achievement.
Curriculum	AdvanceKY CTE **SIG Requested Dollars: $0** *Specific Costs:* -Annual AP Training Costs -Substitutes -Supplies -Resources -Equipment	The AdvanceKY CTE program will provide better learning opportunities in Advanced Placement (AP) and CTE that will result in increases classroom rigor and higher level questions to promote greater student achievement. By connecting AP courses with corresponding CTE courses, students will be provided performance-based, real-world learning opportunities which are key to students becoming College/Career Ready.
Curriculum	Personalized Learning Carts **SIG Requested**	Purchase chromebook 2 carts ~~for each classroom~~ that will allow students to access Google Classroom and other personalized learning instructional

	Dollars: $~~150,000~~18,000 *Specific Costs:* -Chromebooks -Carts -Training -Substitutes -Resources -Software	opportunities to promote increased levels of engagement through varied modes of instructional strategies, leading to increases in student achievement.
Curriculum	Texas Instruments Graphic Calculators with Navigator **SIG Requested Dollars:** $~~0~~45,200	<u>Purchase 60 calculators for use by students.</u> It is vital that schools continually update their technology to keep pace with our technologically driven society. Students need to be immersed in a technology rich classroom to increase motivation and provide differentiated instruction to all ability levels of learners. Having technologically equipped classrooms can help the teacher modify instruction and present information through various types of media so that all students can learn. The TI Navigator will allow teachers to see all student calculator screens at one time. Teachers will be able to highlight students doing things correctly as well as read just instruction based on what they are seeing on the screens. Teachers will be able to send formative as well as summative assessments to students through their calculators and retrieve data about these assessments immediately.
Curriculum	Benchmarks **SIG Requested Dollars:** $~~500,000~~0 *Specific Costs:* - Development Costs - Travel - Substitutes - Printing Costs	Contract with a third-party vendor to develop common benchmarks, aligned to state and national standards, to determine student growth in core academic courses. This is part of the district's strategic plan to have common benchmarks in all core courses. By utilizing common benchmarks, teachers will be able to provide opportunities for acceleration and interventions, to promote student and teacher ownership in learning through data monitoring aligned to standards taught..

	- Resources - Training	
Curriculum	AP Program Expansion for Social Sciences and Humanities **SIG Requested Dollars: $**~~60,000~~0 *Specific Costs:* - Training - Resources - Travel/Lodging - Supplies - Substitutes	Utilize SIG funds to expand the AP Program in Social Sciences and Humanities to mirror the processes and requirements in the AdvanceKY AP program - including student rewards, teacher rewards and recognitions. This will expand student achievement (preparedness) for college by encompassing the full core curriculum as well as elective courses taught at this school. <u>No funds will be used for incentives.</u>
Curriculum	Systems Training **SIG Requested Dollars:** **$**~~30,000~~0 *Specific Costs:* - Facilitator Cost - Travel/Lodging - Resources - Substitutes - Supplies	SIG Funds will be utilized to schedule annual Systems training for administrators and teachers, as well as, personalized coaching opportunities for teachers. The training will promote the use of the Baldrige Criteria to assist educational organizations in achieving performance excellence in educational continuous improvement. The consulting and training approach specifically incorporates a systems approach to continuous improvement utilizing the National Baldrige Education Criteria for Performance Excellence as the design criteria for all training, supporting training materials, and coaching support systems. By focusing on classroom systems and continuous improvement, students are involved in developing individual academic goals, identifying strategies and tracking their data - which will lead to increases in student achievement.
Curriculum	Kagan Training **SIG Requested Dollars:$**~~50,000~~0 *Specific Costs:* - Registration - Travel/Lodging	Utilize SIG funds to schedule school-wide Kagan training to help teachers implement grouping and engagement instructional strategies in the classroom that will lead to increases in student collaboration, engagement and achievement. Additionally, funds will be used to have selected teachers attend train-the-trainer sessions to ensure

	- Facilitator Cost - Resources - Supplies - Substitutes	all new staff hires are trained in these strategies.
~~Curriculum~~	~~ACT Per Grade~~ ~~**SIG Requested Dollars: $80,000**~~ ~~*Specific Costs:*~~ ~~- Assessments per Student~~ ~~- Training~~ ~~- Other Supplies~~ ~~- Salaries & Benefits~~	~~Utilize SIG funds to offer the ACT to grades 9th, 10th and 12th grade students annually. This will provide initial exposure to ACT testing for 9th and 10th graders as well as giving 11th graders additional opportunities to increase composite and individual content scores. Interventions and enrichments will be provided based on individual student test results to ensure students reach and exceed benchmarks to become CCR. Also employ (2) ACT Intervention Teachers full-time.~~
Curriculum	TorchPrep **SIG Requested Dollars:$~~72,000~~0** *Specific Costs:* - Training Costs - Resources - Supplies - Substitutes	SIG funds will be used to provide, annually, all 11th grade students with ACT prep activities throughout the school year using the TorchPrep program. This will ultimately help students become CCR (student achievement).
Empowerment & Engagement	Josten's Renaissance Education Program for Student Council **SIG Requested Dollars: $~~50,000~~0** *Specific Costs:* - Registration - Travel/Lodging - Substitutes	Utilize SIG funds to allow the Student Council to attend the annual Josten's Renaissance Program. The program helps to renew climate and culture by focusing on the following tenets: build the **character** of students inside and outside the classroom; enhance and grow **connections** with peers, parents, experts, and all stakeholders; and create a culture of **celebration** of all achievements to inspire success for the future. Involvement in this program will help students to become better leaders in the school. Research has shown that student engagement and empowerment leads to increases in student achievement.
Collaboration	9th Grade Transition	Utilize SIG funds to offer annual Freshmen Transition activities and orientation throughout the

	SIG Requested Dollars: $~~20,000~~0 *Specific Items:* - Training - Supplies - Per Student Resources - Vendor Costs - Travel/Lodging - Substitutes - Student Transportation - Student Recognition	school year. Research has shown that schools that have a ~~year-long~~yearlong transition program finds students are better prepared for high school, which increases student achievement and graduation rates. SIG funds will also be utilized to work with a third party vendor such as Linked Crew to help organize the ~~year long~~yearlong freshmen orientation
Total	$~~2,000,000~~447, 570	

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Administrators recognize the need for sustainability as it pertains to SIG. After SIG funds have expired, the school and district will realign fiscal resources from the local, state and federal levers to ensure sustainability of systems, supports, and processes that build upon organizational development and the professional learning community at Fleming County High School designed to increase student achievement. The chart below shows how the transformational model will be sustained using different funds.

Fund	Transformation Model Items
Title 1	Professional Development Family Engagement Chromebooks Interventions Professional Development Summer Activities
Title 2	School Administrative Manager Professional Development

CTE/Perkins	AdvancedCTE Professional Development Equipment Chromebooks
FRYSC	Family Engagement Interventions Transportation Summer Activities Freshmen Transition
IDEA/Special Education	Family Engagement Intervention Summer Activities Chromebooks Freshmen Transition Professional Development
General Fund	Salary Interventions Resources Supplies Travel Professional Development Chromebooks Software Substitutes
Section 7 Allocations	Salary Tutoring Freshmen Transition Interventions Resources Supplies Chromebooks Professional Development Performance-based Supplements AP Expansion Kagan Training Systems Training

Technology Funds	Chromebooks Professional Development Substitutes Equipment Resources
SBDM Allocations	Substitutes Equipment Resources Software Professional Development Tutoring/Interventions AP Expansion Model Schools Conference
Compensating Rate tax allocation	Chromebooks Substitutes Professional Development Performance-based Supplements Freshmen Transition Tutoring/Interventions Resources Supplies Equipment AdvancedCTE AP Expansion Model Schools Conference

Year 1 School Budget
Please Note: You may only type in the gray areas.

District	~~District Name Here~~ Fleming County Schools	
School	Fleming County High School ~~School Name Here~~	

MUNIS Code	Description of Activity	Amount Requested
110	~~Certified Staff~~ (HS – Student Services Liaison & (2) ACT Intervention Teachers	$ ~~195,000~~$120,663.00
111		$
112		$
113	~~Other Certified~~	$ ~~66,666~~
120	~~Certified Substitutes~~	$ ~~38,000~~
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222	Medicare	$ ~~1,821.60~~ 2,040.00

231	Matching Teacher Retirement	$ ~~23,092~~$22,653
232		$
233		$
240		$
250		$
251	~~Unemployment Insurance~~	$ ~~270~~
253	—— Unemployment Insurance	$ $180
260	Worker's Compensation	$ ~~579~~$262
270		$
291		$
292		$
293		$
294	Federally-Funded Health Insurances	$ ~~23,081.76~~$28,560.00
295	Federal Life Insurance	$ —$48.00
296	Administration Fee	$ $298.00
297		$
321		$
322		$
335	~~Professional Consultants~~	$ ~~320,000~~
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$

444		$
445		$
450		$
452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		
553		
555		$
580	~~Travel~~	$ ~~11,000~~
581		$
582		$
584		$
585		$
586	~~Travel - Hotels~~	$ ~~-5,000~~

591		$	
592		$	
610	General Supplies	$	45,000
616		$	
617		$	
626		$	
627		$	
629		$	
631		$	
639		$	
641		$	
642	Periodicals and Newspapers	$	
643	Supplemental Books, Study guides & Curriculum Text books & Other Instructional Materials Required	$	44,000
644		$	
645		$	
646	Tests	$	32,450
647		$	
649		$	
650		$	
669		$	
734	Technology- Related Hardware~~Software~~	$	~~—~~$18,000
735		$	
739	Other Equipment	$	110,000
810		$	
894	Field Trips-Instructional	$	30,000
	Total Amount Requested	$	192, 704.00 ~~945,960~~

Year 2 School Budget
Please Note: You may only type in the gray areas.

District	~~District Name Here~~ Fleming County Schools
School	Fleming County High School ~~School Name Here~~

MUNIS Code	Description of Activity	Amount Requested
110	Certified Staff (HS – Student Services Liaison & (2) ACT Intervention Teachers	$ ~~165,~~110,430.15~~750~~
111		$
112		$
113	~~Other Certified~~	$ ~~$56,667~~
120	~~Certified Substitutes~~	$ ~~31,000~~
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222	~~Matching Medicare~~	$ 1,734~~1,548.36~~

231	Matching Teacher Retirement	$ ~~20,332.00~~19, 255.85
232		$
233		$
240		$
250		$
251	~~Unemployment Insurance~~	$ ~~229.50~~
253	Unemployment Insurance	$ 153.00
260	Worker's Compensation	$ ~~494.15~~222.70
270		$
291		$
292		$
293		$
294	Federally-Funded Health Insurance	$ ~~19,703.64~~24,276.00
295	Life Insurance	$ 40.00
296	~~——~~Administration Fee	$ 253.30
297		$
321		$
322		$
335	~~Professional Consultants~~	$ ~~288,800~~
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$

445		$	
450		$	
452		$	
453		$	
455		$	
456		$	
457		$	
459		$	
511		$	
512		$	
513		$	
514		$	
519		$	
521		$	
525		$	
526		$	
531		$	
541		$	
542		$	
552		$	
553		$	
555		$	
580	Travel-General	$	9,100
581		$	
582		$	
584		$	
585		$	
586	Travel- Hotels	$	5,000
591		$	

592		$	
610		$	
616		$	
617		$	
626		$	
627		$	
629		$	
631		$	
639		$	
641		$	
642		$	
643	~~Supplemental Books, Study Guides & Curriculum, Textbooks & Other Instructional Materials Required~~	$	~~40,500~~
644		$	
645		$	
646	~~Tests~~	$	~~28,800~~
647		$	
649		$	
650		$	
669		$	
734		$	
735		$	
739	~~Other Equipment~~	$	~~$0~~
810		$	
894	~~Field Trip - Instructional~~	$	~~22,500~~
Total Amount Requested		$	~~690,425~~156,365.00

Year 3 School Budget
Please Note: You may only type in the gray areas.

District	~~District Name Here~~Fleming County Schools
School	Fleming County High School ~~School Name Here~~

MUNIS Code	Description of Activity	Amount Requested
110	Certified Staff (HS – Student Services Liaison) & (2) ACT Intervention Teachers	$ ~~97,500~~71,510.50
111		$
112		$
113	~~Other Certified~~	$ ~~33,333~~
120	~~Certified Subsitutes~~	$ ~~25,000~~
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222	Matching Medicare	$ ~~911.00~~1,020.00

231	Matching Teacher Retirement	$ ~~11,546~~ 11,326.50
232		$
233		$
240		$
250		$
251	~~Unemployment Insurance~~	$ ~~135.00~~
253	~~——~~Unemployment Insurance	$ 60.00
260	Worker's Compensation	$ ~~290.00~~131.00
270		$
291		$
292		$
293		$
294	Federally-Funded Health In~~N~~surance	$ ~~11,540.88~~14,280.00
295		$
296		$
297		$
321		$
322		$
335	~~Professional Consultants~~	$ ~~109,000~~
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$

445		$	
450		$	
452		$	
453		$	
455		$	
456		$	
457		$	
459		$	
511		$	
512		$	
513		$	
514		$	
519		$	
521		$	
525		$	
526		$	
531		$	
541		$	
542		$	
552		$	
553		$	
555		$	
580	~~Travel~~	$	~~6000~~
581		$	
582		$	
584		$	
585		$	
586	~~Hotels~~	$	~~5000~~
591		$	

592		$	
610		$	
616		$	
617		$	
626		$	
627		$	
629		$	
631		$	
639		$	
641		$	
642		$	
643	~~Supplemental Books, Study Guides and Curriculum~~	$	~~29,900~~
644		$	
645		$	
646	~~Tests~~	$	~~25,960~~
647		$	
649		$	
650		$	
669		$	
734		$	
735		$	
739		$	
810		$	
894	~~Field Trips~~	$	~~7500~~
	Total Amount Requested	$	~~363,615~~ 98,501.00

Year 4 School Budget
Please Note: You may only type in the gray areas.

District	District Name Here
School	School Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$

232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$

452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$

616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

Year 5 School Budget

Please Note: You may only type in the gray areas.

District	District Name Here
School	School Name Here

MUNIS Code	Description of Activity	Amount Requested
110		$
111		$
112		$
113		$
120		$
130		$
131		$
140		$
150		$
160		$
170		$
190		$
210		$
211		$
212		$
213		$
214		$
215		$
216		$
219		$
220		$
221		$
222		$
231		$

232		$
233		$
240		$
250		$
251		$
253		$
260		$
270		$
291		$
292		$
293		$
294		$
295		$
296		$
297		$
321		$
322		$
335		$
338		$
339		$
352		$
432		$
433		$
436		$
441		$
443		$
444		$
445		$
450		$

452		$
453		$
455		$
456		$
457		$
459		$
511		$
512		$
513		$
514		$
519		$
521		$
525		$
526		$
531		$
541		$
542		$
552		$
553		$
555		$
580		$
581		$
582		$
584		$
585		$
586		$
591		$
592		$
610		$

616		$
617		$
626		$
627		$
629		$
631		$
639		$
641		$
642		$
643		$
644		$
645		$
646		$
647		$
649		$
650		$
669		$
734		$
735		$
739		$
810		$
894		$
Total Amount Requested		$

---------------------------------- **End of School Application** ----------------------------------